第４講　長文総合問題②

Read this article and answer the questions below.

Around 1970, psychologist Walter Mischel launched a classic experiment. He left 4-year-olds one at a time in a room with a bell and a marshmallow. If they rang the bell, he would come back immediately, and they could eat the marshmallow. If they did not ring the bell and (　A　) in his own time, they could then have two marshmallows. In videos of the experiment, you can see the children squirming, kicking, hiding their eyes — desperately trying to exercise self-control so they can wait and get two marshmallows. Their performance varied widely. Some broke down and rang the bell within a minute. Others lasted 15 minutes.

The children who waited longer got into better colleges and had, on average, more successful lives as adults. The children who rang the bell quickest were more likely to become bullies. They received worse teacher and parental evaluations 10 years later. They were also more likely to have drug problems at age 32.

(　B　)

Yet the Mischel experiments, along with everyday experience, tell us that self-control is essential. Young people who are patient and can delay gratification can sit through sometimes boring classes to get a degree. They can perform repetitive tasks in order to, say, master a language. They can avoid drugs and alcohol.

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今日のポイント

< 語彙 >

< 論理構成 >

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For people without self-control skills, however, school is a series of failed challenges. No wonder they drop out. Life is a parade of foolish decisions: teenage pregnancy, drug use, gambling, truancy, and crime. If you are a policymaker and you are not talking about core psychological traits such as delayed-gratification skills, then you are just (C).

The research we do have on delayed gratification tells us that differences in self-control skills are deeply rooted but can be changed. Differences in the ability to focus attention and exercise control emerge very early, perhaps as soon as nine months. But there is no consensus on how much of the ability to exercise self-control is (D) and how much is (E).

The ability to delay gratification, like most skills, depends upon socioeconomic status and parenting styles. Children from poorer homes do much worse on delayed-gratification tests than children from middle-class homes. That is probably because children from poorer homes are more likely to have their lives disrupted by marital breakdown, violence, moving, etc. They think in the short term because there is no predictable long term.

The good news is that while differences in the ability to delay gratification emerge early and persist, that ability can be improved with conscious effort. Moral lectures do not work. Sheer willpower does not seem to work either. The children who resisted eating the marshmallow did not stare directly at it and exercise iron discipline. On the contrary, they were able to resist their appetites because they were able to think about other things. What works is creating stable, predictable environments for children, in which good

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behavior and practice (　F　). Young people who are given a series of tests that demand self-control get better at it.

＜語彙＞

＜論理構成＞

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This pattern would be too obvious to mention if it were not so largely ignored by educators and policymakers. Somehow we have entered a world in which we focus mainly on structural reforms and standardized tests, but largely overlook the moral and psychological traits that are at the heart of actual success. Mischel tried to interest New York schools in programs based on his research. However, needless to say, he found almost no takers.

[Brooks, David. “Marshmallows and Public Policy” The New York Times, May 7, 2006 © 2012 The New York Times]

（11 早稲田　政経）

＜語彙＞	＜論理構成＞

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1. Use six of the seven words below to fill in blank space (A) in the best way. Indicate your choices for the second, fourth, and sixth positions.

(a) back　(b) come　(c) for　(d) him

(e) them　(f) to　(g) waited

2. Choose the most suitable order of sentences from those below to fill in blank space (B).

(a) Reducing class sizes, creating more charter schools, increasing teacher pay, and providing universal day care are often adopted as solutions.

(b) The Mischel experiments are worth noting because people in the policy world spend a great deal of time thinking about how to improve the quality of education, how to reduce poverty, and how to make the most of human capital.

(c) The results of these structural reforms are almost always disappointingly modest.

(d) Yet when policymakers address these problems, they come up with structural remedies.

3. Choose the most suitable answer from those below to fill in blank space (C).

(a) avoiding a fundamental issue

(b) guaranteeing a favorable outcome

(c) identifying the most effective solution

(d) losing the final opportunity

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(e) solving a longstanding problem

4. Choose the most suitable pair of words from those below to fill in blank spaces (D) and (E).

(a) general-detailed

(b) hereditary-environmental

(c) mental-physical

(d) public-private

(e) simple-complicated

5. Choose the most suitable answer from those below to fill in blank space (F).

(a) follow through

(b) give in

(c) move over

(d) pay off

(e) turn around

6. Choose the most suitable answer from those below to complete the following sentence.

The writer notes that programs based on Mischel's research were

(a) not suitable replacements for standardized tests.

(b) seldom adopted by schools.

(c) too complex to be understood.

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(d) too simple to deal with moral and psychological issues.

(e) tried but found to be ineffective.

7. Choose the most suitable answer from those below to complete the following sentence.

With regard to education, the writer believes that

(a) delayed gratification is unaffected by household income.

(b) Mischel's studies in the 1970s influenced the course that reform actually followed.

(c) more attention should be paid to teachers' salaries than to class size.

(d) policymakers should concern themselves less with structural matters than with psychology and human nature.

(e) the main reason students fail in school is that teachers do not provide sufficient discipline.

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大学別対策講座　早稲田大英語　復習テスト　第四回

＊下線部を和訳しなさい。

1. You can see the children kicking — desperately trying to exercise self-control so they can wait and get two marshmallows.

あなたは子どもたちが足をばたつかせているのを目にする，（　　　　　　　　　　　　　　　　　　　）。

＊次の二つの文から読み取れる情報を記述しなさい。

2. This pattern would be too obvious to mention if it were not so largely ignored by educators and policymakers.

⇒（　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　）

3. When policymakers address these problems, they come up with structural remedies.

⇒（　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　）

＊空欄に，適切な日本語，英語を記述しなさい。

4		食欲
5		一致した見解
6		満足・喜び
7		見過ごす
8		遺伝の
9	disrupt	
10		いじめる
11		評価
12	pregnancy	
13	capital	
14		控えめな・慎ましい
15	persist	
16		(事業)を始める，(ロケット)を打ち上げる
17	marital	

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早稲田大英語 第４講　解答

＜解答＞

１. 2番目　(c)　　4番目　(f)　　6番目　(a)

２. (b) - (d) - (a) - (c)

３. (a)　　4. (b)　　5. (d)　　6. (b)　　7. (d)

＜全訳＞

1970年頃，心理学者のウォルター・ミシェルはある古典的な実験を始めた。一斉に，4歳児の子たちをベルとマシュマロのある部屋に置き去りにする。もしベルを鳴らせば，彼はすぐに戻って，子どもたちはマシュマロを食べられる。しかし，ベルを鳴らさず，彼が戻ってくるのを時間まで待っていれば，子どもたちはマシュマロを2個食べられるのだ。実験のビデオでは，子どもたちがもじもじして，足をばたつかせて，目を覆う姿が映っている―しっかり待って，2個マシュマロを食べられるように自制心を必死で働かそうとしているのだ。子どもたちの行為はさまざまだ。心折れて，一分以内にベルを鳴らすもの。15分辛抱するもの。

より長く辛抱できた子どもたちは，良い大学へと進学したし，成人して，平均的により成功した人生を送っていた。最も早くベルを鳴らした子どもたちは，いじめっ子になる可能性が高い。彼らは10年後，あまりよくない教師や親の評価を受け取ることになる。32歳では，薬の問題を抱える可能性も高くなる。

ミシェルの実験に注目する価値があるのは，政策決定の世界では，多くの時間を教育の質を改善する方法，貧困を減らす方法，人材を最大限活用する方法の思索に費やすからである。だが，政策決定者がこれらの問題に取り組むとき，構造面での改善策を思いつく。クラスの規模を減らす，チャータースクール（特別認可学校）をより多く作る，教師の給料を上げる，毎日のケアを与えることなどが，よく解決策として取り入れられる。これらの構造改革の結果は，ほとんどいつもがっかりするほど目立たない。

だが，ミシェルの実験によって，毎日の経験とともに，我々は自制心が不可欠だと気づく。我慢強く，喜びをあとに取っておくことのできる若者は，単位を取るのに，時に退屈な授業をずっと座って聞いていることができる。彼らは，例えば，語学を習得するために，反復作業を行える。薬や酒におぼれるのを避けるこ

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とができる。しかし，自制心のない人々にとっては，学校は失敗の連続だ。落第するのも何ら不思議なことではない。人生は愚かな決断ばかりになってしまう。十代での妊娠，麻薬の常用，ギャンブル，不登校，犯罪など。もしあなたが政策決定者で，喜びをあとに取っておくといったような主要な心理的特徴について話をしないなら，根本的な問題を避けてしまうことになってしまう。

喜びをあとに取っておくことに関する研究によって，自制心の違いは深く根づいたものだが，変えることができるとわかる。注意を集中させ，自制心を働かせる能力の違いは，ごく初期に現れる，たぶん生後すぐの９カ月程度で。しかし，自制心を働かせる能力のどれほどが遺伝によるもので，どれほどが環境によるものかに一致した見解はない。

ほとんどの技術と同様に，喜びをあとに取っておく能力は，社会経済的地位や親のやり方に左右される。より貧しい家庭の子どもたちは，中流階級の子どもたちより喜びをあとに取っておくテストで悪い結果となる。たぶんそれは，貧しい家庭の子どもたちのほうが，家庭の崩壊や暴力，離別などで生活が邪魔されてしまう可能性が高いからだ。彼らが短期間でしか考えられないのは，長期間で予測ができないからだ。

良い知らせとして，喜びをあとに取っておける能力の違いは，初期に現れ，強く残るものだが，その能力は意識して努力すれば改善できるということがある。道徳的講義ではうまくいかない。純粋な意志の力だけでも厳しい。マシュマロを食べることをこらえられた子どもたちは，それを直接見て，鉄の規律を働かせたわけではない。そうではなくて，彼らが食欲をこらえられたのは，ほかのことを考えられたからである。そこで働くものは，子どもにとって，安定した，先の見える環境を作り出すこと，その中で，良い行いや習慣が報われるということである。自制心を要求する一連の実験を課された若者は，そこが優れているのだ。

こういった思考回路は，教育者や政策決定者にそれほど無視されていなければ，あえて言うには明らかすぎるものだ。どういうわけか，主に構造改革や標準化テストに焦点を当てる世界へと入り込んでしまったが，本当の成功の根底にある道徳的心理的特色を大部分は見過ごしてしまっている。ミシェルは，自分の研究に基づいたプログラムでニューヨークの学校に興味を抱かせようとした。しかし，言うまでもなく，ほとんど賛同者は見られなかった。

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第４講　重要語彙リスト

1	psychologist	心理学者	27	marital	夫婦の
2	launch	始める	28	term	期間
3	classic	古典的な	29	persist	存続する
4	at a time	一度に	30	conscious	意識のある
5	wait for S to do	S が～するのを待つ	31	appetite	食欲
6	squirm	もがく	32	stable	安定した
7	desperately	必死に	33	pay off	報われる
8	exercise	行使する	34	overlook	見過ごす
9	vary	変わる			
10	break down	心が折れる			
11	bully	いじめっ子			
12	evaluation	評価			
13	make the most of	最大限活用する			
14	capital	資本			
15	remedy	改善策			
16	reform	改革			
17	modest	控え目な			
18	along with	～と一緒に			
19	gratification	喜び			
20	pregnancy	妊娠			
21	truancy	ずる休み			
22	trait	特色			
23	emerge	現れる			
24	consensus	意見の一致			
25	hereditary	遺伝の			
26	disrupt	邪魔する			

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第４講　音読用白文　①　②　③　④　⑤　⑥　⑦　⑧　⑨　⑩

Around 1970, / psychologist Walter Mischel launched a classic experiment. He left 4-year-olds one at a time / in a room with a bell and a marshmallow. If they rang the bell, / he would come back immediately, and they could eat the marshmallow. If they did not ring the bell and waited for him to come back in his own time, / they could then have two marshmallows. In videos of the experiment, / you can see the children squirming, kicking, hiding their eyes — desperately trying to exercise self-control / so they can wait and get two marshmallows. Their performance varied widely. Some broke down and rang the bell within a minute. Others lasted 15 minutes.

The children / who waited longer / got into better colleges and had, on average, more successful lives as adults. The children / who rang the bell quickest / were more likely to become bullies. They received worse teacher and parental evaluations 10 years later. They were also more likely to have drug problems at age 32.

The Mischel experiments are worth noting / because people in the policy world spend a great deal of time thinking about / how to improve the quality of education, how to reduce poverty, and how to make the most of human capital. Yet / when policymakers address these problems, / they come up with structural remedies. Reducing class sizes, creating more charter schools, increasing teacher pay, and providing universal day care / are often adopted as solutions. The results of these structural reforms / are almost always disappointingly modest.

Yet / the Mischel experiments, along with everyday experience, / tell us that self-control is essential. Young people / who are patient and can delay gratification / can sit through sometimes boring classes to get a degree. They can perform repetitive tasks / in order to, say, master a language. They can avoid drugs and alcohol. For people without self-control skills, however, / school is a series of failed challenges. No wonder / they drop out. Life is a parade of foolish decisions: teenage pregnancy, drug use, gambling, truancy, and crime. If you are a policymaker and you are not talking about core

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psychological traits such as delayed-gratification skills, / then you are just avoiding a fundamental issue.

The research / we do have on delayed gratification / tells us that differences in self-control skills are deeply rooted / but can be changed. Differences in the ability to focus attention and exercise control / emerge very early, perhaps as soon as nine months. But there is no consensus / on how much of the ability to exercise self-control is hereditary / and how much is environmental.

The ability to delay gratification, like most skills, / depends upon socioeconomic status and parenting styles. Children from poorer homes / do much worse on delayed-gratification tests / than children from middle-class homes. That is probably because / children from poorer homes are more likely to have their lives disrupted / by marital breakdown, violence, moving, etc. They think in the short term / because there is no predictable long term.

The good news is / that while differences in the ability to delay gratification emerge early and persist, / that ability can be improved with conscious effort. Moral lectures do not work. Sheer willpower does not seem to work either. The children / who resisted eating the marshmallow / did not stare directly at it and exercise iron discipline. On the contrary, / they were able to resist their appetites / because they were able to think about other things. What works is creating stable, predictable environments for children, / in which good behavior and practice pay off. Young people / who are given a series of tests / that demand self-control / get better at it.

This pattern would be too obvious to mention / if it were not so largely ignored by educators and policymakers. Somehow / we have entered a world / in which we focus mainly on structural reforms and standardized tests, / but largely overlook the moral and psychological traits / that are at the heart of actual success. Mischel tried to interest New York schools in programs / based on his research. However, needless to say, / he found almost no takers.

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